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ABSTRACT

This program guide identifies primary considerations in the organization, operation, and evaluation of a marketing education program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for marketing and distribution, professional organizations, and organizations providing support services. The final section lists the following instructional resources: a contact for information on a test item bank; sources of print and audiovisual materials and software; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) Displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

MARKETING AND DISTRIBUTION

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Betty Castor, Commissioner

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**FLORIDA VOCATIONAL
PROGRAM GUIDE FOR**

**MARKETING AND
DISTRIBUTION**

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

June 1990

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INTRODUCTION

The *Florida Vocational Marketing and Distribution Program Guide* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Marketing Education in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however must be done within the context of local conditions and local need.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The FVPIG contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program-evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Marketing and Distribution* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure program equivalency. Marketing and Distribution programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Marketing and Distribution program is based on occupational competencies and employability skills required for entry into the field of marketing. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Marketing and Distribution program includes both classroom and practical learning experiences that provide students with career information and job requirements for marketing. This program provides students with an initial exposure to the skills and attitudes associated with careers in related marketing occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Title and Description

Job Title: Marketer/Retailer

Description: A marketer/retailer performs such tasks as selling, stockkeeping, merchandise arranging, stock handling and protection, sales promotion, and inventory control in retail, wholesale, and manufacturing establishments primarily engaged in marketing of products and services.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Course Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Marketing and Distribution courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check with your district's marketing education supervisor and the regional program specialist for a current version every year.

CURRICULUM FRAMEWORK

PROGRAM AREA: Marketing

FLORIDA DEPARTMENT OF
EDUCATION

EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Marketing and Distribution

CODE NUMBER: Secondary 8827100 Postsecondary MKA0001

Florida CIP 0208.9999SP

SECONDARY

SCHOOL CREDITS 2

COLLEGE CREDITS

POSTSECONDARY ADULT

VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): 7-9 9-12 X Postsecondary Adult Vocational

 Postsecondary Vocational

 X Other 10-12, 30, 31

CERTIFICATION
COVERAGE:

RETAILING 7
TEACH CDE @7

DIST ED @7
MKTG 1 2

- I. **Major Concepts/Content.** The purpose of this program is to prepare students for employment in a wide range of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. Through individualized instruction, students progress toward a specific occupation.

The content includes (but is not limited to) selling, buying, transporting, storing, advertising, displaying, financing, and market research. Emphasis is on the development of skills, knowledge, and attitudes related to the creation and fulfillment of the demand for goods and services in a private enterprise economic system.

Listed below are the courses that comprise this program when offered at the secondary level:

8827110 Marketing and Distribution 1

8827120 Marketing and Distribution 2

- II. **Laboratory Activities.** Laboratory activities are an integral part of this program. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

- III. **Special Note.** The Distributive Education Clubs of America is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a workstation which reflects equipment, skills, and tasks relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

If the program is offered for 450 hours or more, in accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this post-secondary adult vocational program is: Mathematics 6.0, Language 7.0. This grade level number corresponds to a grade equivalent score obtained on a state-designated basic skills examination.

The typical length of this program for the average achieving student is 300 hours.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

- IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Demonstrate the human relations skills necessary for success in marketing occupations.
03. Demonstrate proficiency in applying basic communication skills.
04. Demonstrate proficiency in applying basic math skills unique to marketing.
05. Identify basic economic principles.
06. Identify basic marketing principles.
07. Utilize effective selling techniques and procedures.
08. Identify marketing operational techniques.
09. Apply sales promotion techniques and procedures to the marketing of products.
10. Identify applications of product and service technology.
11. Develop a plan for a tentative career in marketing.
12. Demonstrate an understanding of entrepreneurship.
13. Identify the use of computers in marketing.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: July, 1990

PROGRAM AREA: Marketing

SECONDARY NUMBER: 8827100

PROGRAM TITLE: Marketing and Distribution

POSTSECONDARY
NUMBER: MKA0001

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Conduct a job search.
- 01.02 Secure information about a job.
- 01.03 Identify documents that may be required when applying for a job.
- 01.04 Complete a resume and a job application correctly.
- 01.05 Demonstrate competence in job interview techniques.
- 01.06 Identify and demonstrate appropriate responses to criticism from employers, supervisors, or other persons.
- 01.07 Identify acceptable work habits.
- 01.08 Identify how to make job changes appropriately.
- 01.09 Demonstrate acceptable personal hygiene and appearance.
- 01.10 Identify proper personal and business ethics, e.g., preventing theft, pilfering, and unauthorized discounting.

02.0 DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS--The student will be able to:

- 02.01 Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, honesty, and a positive self-image.
- 02.02 Exhibit the ability to get along with others.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC COMMUNICATION SKILLS--The student will be able to:

- 03.01 Speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology.
- 03.02 Demonstrate telephone etiquette in a business situation.
- 03.03 Demonstrate good listening skills.
- 03.04 Write business letters clearly and concisely.

04.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC MATH SKILLS UNIQUE TO MARKETING--The student will be able to:

- 04.01 Perform addition, subtraction, multiplication, and division.
- 04.02 Calculate percentages, decimals, and fractions.
- 04.03 Handle basic types of customer sales transactions, including cash, checks, charge, discount, layaway, C.O.D., and returns.
- 04.04 Demonstrate procedures for opening and closing a cash register.
- 04.05 Calculate turnover.
- 04.06 Calculate stock-sales ratio.
- 04.07 Calculate markup on merchandise.
- 04.08 Calculate markdown on merchandise.
- 04.09 Complete a purchase order, invoice, and packing slip.

- 04.10 Calculate a discount date, due date, and amount of payment on an invoice.
- 04.11 Calculate the amount of merchandise to be recorded utilizing model stocks.

05.0 IDENTIFY BASIC ECONOMIC PRINCIPLES--The student will be able to:

- 05.01 State and compare the three major types of economic systems.
- 05.02 Explain the purpose of marketing in the free-enterprise system.
- 05.03 Explain the role of the profit motive.
- 05.04 Explain the concept of "supply and demand."
- 05.05 Identify the major components of gross national product.
- 05.06 Identify economic resources.
- 05.07 Identify the advantages and disadvantages of the legal forms of business ownership.
- 05.08 Explain the four types of product utility.

06.0 IDENTIFY BASIC MARKETING PRINCIPLES--The student will be able to:

- 06.01 Explain the functions of marketing.
- 06.02 Describe the channels of distribution.
- 06.03 Explain the elements in the marketing mix (price, product, promotion, and place).
- 06.04 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty goods).
- 06.05 Identify current trends that have developed in retailing.
- 06.06 Develop a marketing mix for a product.

07.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:

- 07.01 Identify an effective sales presentation, including: steps of sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion selling.
- 07.02 Handle different customer types, such as the casual looker, the decided customer, and the undecided customer.
- 07.03 Demonstrate completing the sales transaction, including: method of payment; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer.
- 07.04 Identify methods of building customer clientele and repeat business, including customer call files, appointment selling, etc.
- 07.05 Describe comparative shopping and critique others' levels of customer service.

08.0 IDENTIFY MARKETING OPERATIONAL TECHNIQUES--The student will be able to:

- 08.01 Identify security procedures for simulated situations.
- 08.02 Identify various types of credit policies and procedures.
- 08.03 Explain the importance of receiving, checking, and pricing techniques.

- 08.04 Describe proper work procedures and techniques for preventing accidents.
- 08.05 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
- 08.06 Identify procedures for and demonstrate employees' role in preventing internal loss.
- 09.0 APPLY SALES PROMOTION TECHNIQUES AND PROCEDURES TO THE MARKETING OF PRODUCTS--The student will be able to:
 - 09.01 Explain the purposes and elements of advertising and display.
 - 09.02 Identify the parts of an advertisement layout.
 - 09.03 Discuss the importance of advertising media.
 - 09.04 Use design principles in preparing such merchandise displays as windows, ledge, island, and point of sale.
 - 09.05 Create an example of a nonpersonal sales techniques, such as use of buttons, T-shirts, or point-of-sale signs.
 - 09.06 Identify public relations as it relates to marketing.
- 10.0 IDENTIFY APPLICATIONS OF PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:
 - 10.01 Explain the importance of product and service technology as it relates to customer satisfaction.
 - 10.02 Identify sources of product knowledge.
- 11.0 DEVELOP A PLAN FOR A TENTATIVE CAREER IN MARKETING--The student will be able to:
 - 11.01 Research a marketing occupation.
 - 11.02 List the various jobs within a selected marketing occupation.
 - 11.03 Diagram a career ladder for the selected marketing occupation.
 - 11.04 Write a job description for a selected marketing occupation.
 - 11.05 Identify the educational requirements and work experience needed for the selected marketing occupation.
- 12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:
 - 12.01 Define entrepreneurship.
 - 12.02 Describe the importance of entrepreneurship in the American economy.
 - 12.03 List the advantages and disadvantages of business ownership.
 - 12.04 Identify the risks involved in ownership of a business.
 - 12.05 Identify the necessary personal characteristics of a successful entrepreneur.
 - 12.06 Identify the business skills needed to operate a small business efficiently and effectively.
 - 12.07 Develop a plan for opening a business.

13.0 IDENTIFY THE USE OF COMPUTERS IN MARKETING--The student will be able to:

- 13.01 Discuss the importance of data entry procedures (e.g., payroll, inventory control).
- 13.02 Discuss the importance of such merchandising math data entry procedures as stock turnover, mark-up, mark-down, open-to-buy, and pricing invoice.
- 13.03 Discuss the importance of marketing spreadsheet data entry and output procedures.
- 13.04 Discuss the importance of marketing spreadsheet data decision-making skills.

FACILITIES

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Marketing and Distribution programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

	DEDICATED SPACE (in square feet)					
	Per Student			Total (Based on 20 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	25	27	29	500	540	580
Laboratory	54	57	59	1080	1140	1180
Material Storage				120	125	130
Required Program Space				1700	1805	1890

Classroom/laboratory areas should be designed to accommodate Marketing and Distribution workstations and equipment.

For further information on spaces, refer to **S.B.E. 6A-2**.

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive.

- Camera (35mm)
- Cash register and stand
- Check-out counter
- Computers with printer
- Copy machine
- Counters (sales, wrap, etc.)
- Display rack or case
- Electronic printing calculator
- File cabinets

Forms (torso and head)
Hole punch, 3-hole
Lectern
Mannequins, adult, male and female
Mannequins, youth, male and female
Mirror (3-way)
Paper cutter
Price marker
Projection screen
Projector (16 mm)
Projector (carousel slide)
Projector (filmstrip)
Secretarial chair
Shadow box
Signpress with bench
Sign easel, folding
Signholder, display and accessories kit
Tables (trapezoid)
Tape recorder
Projector (overhead)
Storage cabinets (locking)
Storage shelves
Television and stand
Transparency makers
Typewriters (electronic)
Typewriter tables
Video camcorder
VCR

Safety

Although no specific safety regulations have been mandated for Marketing programs, it is suggested that strict adherence to the general standards contained in the Florida Department of Education *Educational Facilities: Public Schools & Community Colleges* Rules of Florida State Board of Education (Administrative Code), ch. 6A-2 Rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguisher, fire evacuation plan, etc.).

PROGRAM IMPLEMENTATION _____

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information, see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Marketing and Distribution program is Distributive Education Clubs of America (DECA). This organization is cocurricular and is considered an integral part of the instructional program.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

PROFESSIONAL CONSIDERATIONS _____

Teacher Certification

Listed below are the certification coverages included in the current *Course Code Directory* for Marketing and Distribution:

RETAILING 7
TEACH CDE @7

DIST ED @7
MKTG 1 2

Professional Organizations and Support Services

American Vocational Association
1410 King Street
Alexandria, VA 22314

Distributive Education Clubs of America (DECA-Professional)
1908 Association Drive
Reston, VA 22091

Florida Association of Marketing Educators
(Contact the Occupational Program Director for information concerning this organization.)

Florida Vocational Association
1420 N. Paul Russell Road
Tallahassee, FL 32301

Marketing Education Association
1908 Association Dr.
Reston, VA 22091

Marketing Education Resource Center
Ohio State University
1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226

INSTRUCTIONAL RESOURCES

Test-Item Bank

A bank of approximately 460 test items for Marketing and Distribution has been created by a team of Florida Marketing and Distribution educators under the auspices of the Florida Department of Education. Test items have been keyed to the 1988 student performance standards. For more information please contact:

Dr. Jan Hankins
Department of Education
Suite 1152
Florida Education Center
325 W. Gaines
Tallahassee, FL 32399

Sources of Print and Audiovisual Materials and Software

Listed on the following pages are sample material sources that are available for Marketing and Distribution. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you become familiar with materials available.

	<u>Print</u>	<u>Audiovisual</u>	<u>Software</u>
Arkansas Department of Education Division of Vocational Education Media Implementation Center 77011-12 Scott Hamilton Drive Little Rock, AR 72209	--	X	--
Bobbs-Merrill Company Division of MacMillan 866 Third Avenue New York, NY 10022 (800) 257-5755	X	--	--
Career Aids 20417 Nordhoff Street Chatsworth, CA 91311 (818) 341-2535	--	X	X
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917	X	--	X

	<u>Print</u>	<u>Audiovisual</u>	<u>Software</u>
Dan River Dictionary Department 111 West 40th Street New York, NY 10018	X	--	--
Extension Instruction and Materials Center University of Texas-Austin P.O. Box 7218 Austin, TX 78713-7218 (512) 471-7716	X	--	X
Fairchild Books and Visuals 7 East Twelfth Street New York, NY 10003 (212) 741-4280	X	X	--
Florida Department of Education Division of Vocational, Adult, and Community Education Dissemination Unit Florida Education Center Tallahassee, FL 32399 (904) 488-3860	X	--	--
Glenco Publishing Company Front and Brown Streets Riverside, NJ 08075-1197 (800) 257-5755	X	X	--
Harper and Row Publishers Keystone Industrial Park Scranton, PA 18512 (800) 242-7737	X	--	--
Home Economics Curriculum Center Texas Tech University Box 4067 Lubbock, TX 79409 (806) 742-3028	X	--	--
Intelligent Software 562 Boston Avenue Bridgeport, CT 06610 (800) 232-2224	--	--	X
John Wiley and Sons Eastern Distribution Center 1 Wiley Drive Somerset, NJ 08873 (800) 526-5368	X	--	--

	<u>Print</u>	<u>Audiovisual</u>	<u>Software</u>
Joint Council on Economic Education 432 Park Avenue South New York, NY 10016 (212) 685-5499	--	--	X
Learning Corporation of America Distributed by Coronet/MTI Film and Video 108 Wilmot Road Deerfield, IL 60015-0226 (800) 621-2131	--	X	--
Marketing Education Resource Center P.O. Box 12226 Columbus, OH 43212-0226 (614) 486-6708	X	X	X
McGraw Hill Publishing Company Gregg Division P.O. Box 401 Hightstown, NJ 08520 (800) 334-7344	X	--	X
Media Implementation Center 7701 1/2 Scott Hamilton Drive Little Rock, AR 72209 (501) 371-1153	--	X	--
Milady Publishing Corporation 3839 White Plains Road Bronx, NY 10467 (800) 223-8055	X	--	--
Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110 (612) 770-3943	X	--	--
Modern Talking Picture Service 5000 Park Street St. Petersburg, FL 33709 (813) 541-7571	--	X	--
MPC Educational Publishers 3839 White Plains Road New York, NY 10467-5394 (800) 223-8055	X	--	--

	<u>Print</u>	<u>Audiovisual</u>	<u>Software</u>
National Innovative Media Company Route 2, Box 301B Calhoun, KY 42327 (800) 962-6662	--	X	X
National Retail Merchants Association 100 West 31st Street New York, NY 10001 (212) 244-8780	X	X	--
New York City Board of Education Division of Curriculum and Instruction 131 Livingston Street, Room 613 Brooklyn, NY 11201	X	--	--
Pergamon Press Maxwell House 395 Sawmill River Road Fairview Park Elmsford, NY 10523 (800) 257-5755	X	--	--
Prentice-Hall Press Division of Simon and Schuster 200 Old Tappan Road Old Tappan, NJ 07675 (212) 373-8820	X	--	--
Prentice-Hall Press Division of Simon and Schuster 1118 Campbell Street Orlando, FL 32806	X	--	--
Sears, Roebuck and Company Sears Tower, BSC 40-08 Department 703 Chicago, IL 60684	X	X	--
Science Research Associates 1540 Page Mill Road Palo Alto, CA 94303	X	--	--
Science Research Associates 155 North Wacker Drive Chicago, IL 60606 (312) 984-7000	--	--	X

	<u>Print</u>	<u>Audiovisual</u>	<u>Software</u>
Southeast Curriculum Coordination Network P.O. Drawer DX Mississippi State, MS 39762 (601) 325-2510	X	--	--
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (513) 271-8811	X	--	X
Teaching Aids P.O. Box 1798 Costa Mesa, CA 92628-0798 (714) 548-9321	--	X	X
Video Fashion 1 West 37th Street New York, NY 10018 (212) 869-4666	--	X	--
Virginia Vocational Curriculum and Resource Center 2200 Mountain Road Glenn Allen, VA 23060-2208 (804) 262-7439	X	--	--
Vocational Media Associates Box 1050 Mount Kisco, NY 10549-0050 (800) 431-1242	--	X	--

Teacher-Recommended Materials

TEXTBOOKS

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Date</u>
Ashman, Richard D.; Kohns, Donald P.	<i>Problems and Projects for Retailing Principles and Practices</i>	McGraw-Hill	1982
Bikkie, James A.	<i>Careers in Marketing (2nd Edition)</i>	McGraw-Hill	1978

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Date</u>
Hiserodt, Donald D.; Dorr, Eugene L.	<i>Human Relations in Marketing</i> (2nd Edition)	McGraw-Hill	1978
Hutt, Roger W.	<i>Creating a New Enterprise</i> (4th Edition)	South-Western	1982
Klarens, Mary K.	<i>The Economics of Marketing</i> (2nd Edition)	McGraw-Hill	1978
Mason, Ralph E.; Rath, Patricia Mink; and Husted, Stewart W.	<i>Marketing Practices and Principles</i>	McGraw-Hill	1986
Meyer, Warren G.; Haines, Peter G.; and Harris, E.	<i>Retailing Principles and Practices</i>	McGraw-Hill	1982
Rath, Patricia Mink; Lynch, Richard L.; and Lewis, Phillip	<i>Project Activity Guide for Marketing Practices and Principles</i> (4th Edition)	McGraw-Hill	1986
Rowe, Kenneth L.	<i>Communications in Marketing</i> (2nd Edition)	McGraw-Hill	1978
Samson, Harland E.; Little, Wayne G.; and Wingate, John W.	<i>Retail Merchandising, Concepts and Applications</i> (9th Edition)	South-Western	1982
Smith, William O.	<i>Restaurant Marketing</i>	McGraw-Hill	1990
Stull, William S.	<i>Marketing Math</i> (2nd Edition)	South-Western	1985
Winn, Marilyn G.	<i>Apparel and Accessories</i> (2nd Edition)	McGraw-Hill	1990
Wray, Ralph	<i>Advertising Services</i>	McGraw-Hill	1990

Learning Activity Packages (LAPs)

The following LAPs are from the Marketing Education Resource Center:

Marketing Strategies
Prospecting
Selling
Sales Quotas
Follow-Up Techniques
Probing
Organized Labor
The National Economy
Economic Fundamentals
Marketing Goods and Services
Marketing Fundamentals
Product and Prices

AUDIOVISUAL

<u>Title</u>	<u>Source</u>	<u>Format</u>	<u>Date</u>
<i>Discovering Entrepreneurship</i>	South-Western Publishers	filmstrips/ cassettes	1982

SOFTWARE

<u>Title</u>	<u>Source</u>	<u>Format</u>	<u>Date</u>
<i>Gadgetronics</i>	South-Western	IBM	1985

OTHER

<u>Title</u>	<u>Source</u>	<u>Format</u>	<u>Date</u>
<i>Getting a Job Process Kit</i>	South-Western		1987

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APPENDIX

Student Learning Guide
for
Marketing and Distribution

UTILITY

Economics LAP 13
(Career-Sustaining Level)

KEY TOPICS

Utility Defined
Types of Utility
Marketing and Utility

Instructor Copy



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STUDENT PERFORMANCE STANDARD: 05.08

Explain the four types of product utility.

INSTRUCTIONS:

Group Activities: The learning activities begin on the next page. They are centered around a traditional group presentation, and LAP content is provided in the form of instructor notes with accompanying transparency masters (pages 11-25). Appropriate application exercises, including any materials which may be necessary, are also provided.

Practice Test: The practice test for this LAP is located on page 37. This instrument is designed to help students determine whether or not they are capable of achieving the stated objectives. It can be taken either before or after completing any of the learning activities contained in the LAP.

Posttest: The posttest for this LAP is located on pages 41-43. This instrument is designed to measure the degree to which students are capable of achieving each of the stated objectives.

Descriptive Test Keys: Keys for the practice test and posttest are contained in this LAP. Where appropriate, these keys describe the rationale behind the correct/incorrect responses to test questions. A suggested criterion level is also provided at the end of each key.

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STUDENT PERFORMANCE STANDARD:

Explain the four types of product utility.

I INSTRUCTIONS FOR GROUP LEARNING ACTIVITIES

This is a group presentation about utility—its definition, types, and ways that marketing activities create utility. Eight transparencies (pages 11-25), two application exercises, and the following notes are provided for your use.

Transparency
Number

Message

A

1

DISCUSSION. Ask students which of the following products would be useful to them right now:

- A necklace
- A pair of cowboy boots
- A dictionary
- A picture frame
- A manicure
- Tree-care service
- Photocopying
- Alterations

- Your choices were based on utility.

2

- Utility defined

- A. The ability of a product to satisfy consumer wants or needs
- B. Usefulness
- C. Both goods and services can have utility.

DISCUSSION. Ask students to identify examples of products that have utility for them. Ask students to identify examples of products that have utility for the businesses in which they work.

3

- Utility can vary

- A. It can vary over time.
- B. Products that were once useful to yourself or to your business may no longer be useful

DISCUSSION. Ask students to identify examples of products that are no longer useful to them.

GROUP LEARNING ACTIVITIES (cont'd)

	Transparency Number	Message
A	3 (cont'd)	C. It can vary from person to person based on person's

1. age,
2. sex,
3. interests,
4. income and educational levels, and
5. preferences.

DISCUSSION. Ask students to identify examples of products whose utility would vary from person to person.

D. It can vary from business to business based on

1. size of business,
2. age of business, and
3. type of business.
4. Examples:

- a. A movie theater receives more satisfaction than a computer store from owning a popcorn machine.
- b. A large company will receive more satisfaction than a small company from a computer bank.
- c. A new company will receive more utility than an older, well-known company from establishing credit.

- 4 • A product possesses utility only if it can satisfy the desires of a person or a business. To satisfy these desires, products must have four types of utility.

- A. Form
- B. Place
- C. Time
- D. Possession

• Form utility

- A. Occurs when a business alters or changes the shape or form of a product to make it more useful to consumers

GROUP LEARNING ACTIVITIES (cont'd)

	Transparency Number	Message
A	4 (cont'd)	B. Examples: 1. Sand can be made into glass. 2. Wood can be made into paper. 3. Silk can be made into fabric. 4. Steel can be made into computers. DISCUSSION. Ask students to identify other materials that have had their shape or form changed in order to make them more useful to businesses and to consumers. C. Only applies to products that are tangible 1. Products that can be heard, touched, seen, or smelled 2. Examples: a. Books b. Clothing c. Computers D. Doesn't apply to services because they are intangible 1. Services are productive acts performed by other people for a certain amount of money. 2. Examples: a. Dry cleaning b. Lawn-care service c. Marketing consulting E. Businesses use their human resources and capital goods to change the shapes or forms of materials so that they will be useful to consumers or businesses. • Place utility A. Having products available at the place where they are needed B. Examples: 1. If a customer in Louisiana wants to buy a VCR, but the VCR is still in Japan, s/he could not purchase that VCR 2. If GM needs parts that are still in a Tennessee plant, the company cannot produce its cars. 3. If an office needs staples, but the office supplier is out of staples, the office will not receive any utility from the staples.

GROUP LEARNING ACTIVITIES (cont'd)

Transparency Number	Message
A 4 (cont'd)	C. To create place utility, business owners/managers sell different types of products at different locations. DISCUSSION. Ask students to identify products that would be sold at a winter ski resort that are different than those sold at a beach resort. D. To create place utility, business owners/managers buy and sell goods from various parts of the country. DISCUSSION. Ask students to identify products that are sold by their businesses that come from other parts of the country; e.g., a grocery store in your town might sell apples from Washington, potatoes from Idaho, beets from North Dakota, and beef from Texas. • Time utility A. Having products available at the time they are desired B. Examples: 1. How useful is Valentine's Day candy at Thanksgiving? 2. How useful are winter coats in 104° weather? 3. How useful is a lawn-care service to a company in Minnesota in January? C. Producers must make their products available to consumers at the time when consumers want or need to use them. DISCUSSION. Ask students to identify products that would be useful to them today, at Christmas, and on prom night. • Possession utility A. Created when ownership of a product is transferred from the seller to the person or business that will use it B. A product acquires possession utility only when the item is purchased 1. A purchase is an exchange involving transfer of ownership. 2. Example: A customer exchanges money for a piece of equipment, a car, or a haircut.

GROUP LEARNING ACTIVITIES (cont'd)

Transparency
Number

Message

A 4 (cont'd) C. Examples:

1. How useful would a computer be to a wholesaler who did not own it?
2. How useful would machinery be to a manufacturer who did not own the machinery?
3. How useful would an automobile be to you if it is still sitting on the dealer's lot?

DISCUSSION. Ask students to identify products that they or their businesses own which would have possession utility.

- Examples of the four utilities

Milk, flour, sugar, and butter were combined to make donuts. (Form utility) The donuts were then put in a local bakery shop for sale. (Place utility) Since the shop's customers bought donuts on their way to work, the donuts were available for customers from 6 a.m. to 10 a.m. (Time utility) Customers paid cash for the donuts. (Possession utility)

B

- Marketing affects utility.

5 • How does marketing affect form utility?

- A. It is not directly responsible for the creation of form utility.
- B. It indirectly affects form utility through marketing research and planning.
 1. Much time spent on gathering customer opinions and conducting research to improve existing products and to create new ones
 2. Customer opinions used to determine size, shape, and ingredients of many products
 3. Example: Five versions of Pillsbury Ready-Made Pie Crusts were tested in many markets before the final product was chosen.
 4. Example: Before introducing new menu items nationally, Wendy's test markets the items to determine whether they will satisfy customer needs and wants, thereby being profitable.

DISCUSSION. Ask students if they can identify the marketing research and planning efforts of the businesses for which they work that would affect a product's form utility.

GROUP LEARNING ACTIVITIES (cont'd)

	Transparency Number	Message
B	6	• How does marketing affect place utility? A. By shipping products where they are needed 1. Transportation companies are vital to providing place utility. 2. They ship products from state to state and between countries to make it more convenient for customers to buy. B. By making products available in convenient locations such as malls and shopping centers C. By making it easier for wholesalers and retailers to buy goods and services 1. Manufacturers provide catalogs. 2. Manufacturers have sales representatives call on them. 3. They ship products directly to wholesalers or retailers.
	7	• How does marketing affect time utility? A. Through the use of appropriate marketing techniques, marketers can provide products at the time of the year that they are demanded. 1. By carefully planning stock levels 2. By carrying adequate stock throughout the year to satisfy customer needs and wants 3. By ordering stock well in advance of when it is needed 4. By providing merchandise at certain times of the year: holidays, special occasions, or seasonally DISCUSSION. Ask students to identify examples of holiday, special-occasion, or seasonal items that their places of employment sell. How far in advance is the merchandise ordered? B. Marketers also provide products at the time of day and week when consumers want the products. 1. Extended business hours during the summer months and holiday seasons 2. Extended working hours on Fridays and Saturdays 3. Sunday hours

GROUP LEARNING ACTIVITIES (cont'd)

Transparency
Number

Message

- 8 • How does marketing affect possession utility?
- A. Through selling
 - 1. Skilled salespeople help customers determine the right products for them.
 - 2. Example: A salesperson could point out the features and benefits of a microwave oven to a person who is considering purchasing one.
 - 3. Example: A sales representative for a computer firm might visit a small manufacturer and point out the benefits of using a computer for recordkeeping.
 - B. Through promotions
 - 1. Businesses promote their products in order to increase the demand for them.
 - 2. They can create desires for products that customers may not have known about before seeing or hearing the promotion.

DISCUSSION. Ask students to identify products that their customers purchase because of promotions.

- C. Through displays
 - 1. These are specialized forms of promotion.
 - 2. Marketing research has shown that 80% of all purchases are not preplanned.
 - a. Goods are purchased because they caught the customer's eye.
 - b. Bright colors, unique packaging, and the type of package encourage customers to buy.
- D. By offering a number of purchasing arrangements to consumers
 - 1. Makes it easy for customers to buy
 - 2. Examples: Credit, trade-ins, layaways, and leases
 - 3. Few people or businesses can afford to pay cash for large-ticket items.
 - 4. Sellers offer purchasing arrangements to enable purchases to be made now

DISCUSSION. Ask students what purchasing arrangements are offered by their businesses.

POSTTEST — UTILITY

Directions: Identify the correct answer to each of the following questions. Use a separate sheet of paper to record your responses.

OBJECTIVE A

1. A product that is useful to customers has (4 points)
 - a. utility.
 - b. time utility.
 - c. place utility.
 - d. form utility.
2. Which of the following products would have the most utility for a teenage girl: (4 points)
 - a. Dish soap
 - b. Curling iron
 - c. After-shave lotion
 - d. Laundry soap
3. Which of the following businesses would receive the most utility from owning a popcorn machine: (4 points)
 - a. Real estate agency
 - b. Clothing store
 - c. Movie theater
 - d. Toy store
4. When a business changes the shape of a product, it is creating _____ utility. (4 points)
 - a. form
 - b. place
 - c. time
 - d. possession
5. Form utility applies only to tangible goods such as (4 points)
 - a. movie tickets.
 - b. doctor's advice.
 - c. record albums.
 - d. dry cleaning.
6. Which of the following is an example of form utility: (4 points)
 - a. Buying a dress
 - b. Renting a dress
 - c. Borrowing a dress
 - d. Sewing a dress
7. When products are available where they are needed, they have _____ utility. (4 points)
 - a. form
 - b. place
 - c. time
 - d. possession
8. Which of the following products would most likely have place utility at a ski resort: (4 points)
 - a. Boots
 - b. Iced tea
 - c. Tanning lotion
 - d. Bathing suits
9. Gregg lives in Alaska and is having a Christmas party. He needs more cheese for the party. He stops at a local grocery store on his way home from work to buy cheese that was made in Wisconsin. This is an example of a product that has _____ utility. (4 points)
 - a. time
 - b. place
 - c. form
 - d. possession

POSTTEST — UTILITY (cont'd)

10. Which of the following products would have time utility during May: (4 points)
- a. Christmas decorations
 - b. Valentine's Day presents
 - c. Mother's Day flowers
 - d. Labor Day decorations
11. When products are available when they are needed, they have _____ utility. (4 points)
- a. time
 - b. form
 - c. place
 - d. possession
12. Christmas decorations appear in retail stores well before Christmas. Retailers do this to create _____ utility. (4 points)
- a. form
 - b. place
 - c. time
 - d. possession
13. Eric was not able to sell a fur coat to a customer who was shopping in his store. Eric was not able to create _____ utility. (4 points)
- a. time
 - b. form
 - c. place
 - d. possession
14. When ownership of a product is transferred from the seller to the buyer, _____ utility is created. (4 points)
- a. time
 - b. possession
 - c. place
 - d. form
15. A young child wants a toy, but his/her parents refused to buy it. So, the child throws a temper tantrum in the store. The parents then charged the toy to their store account. What type of utility has been created? (4 points)
- a. Time
 - b. Place
 - c. Form
 - d. Possession

OBJECTIVE B

16. Which type of utility does marketing **not** directly affect? (4 points)
- a. Time
 - b. Place
 - c. Form
 - d. Possession
17. What type of utility is affected when manufacturers have sales representatives call on businesses? (4 points)
- a. Time
 - b. Possession
 - c. Place
 - d. Form
18. Transportation companies are vital in providing _____ utility. (4 points)
- a. time
 - b. place
 - c. possession
 - d. form

POSTTEST — UTILITY (cont'd)

19. Many stores have extended hours between Thanksgiving and Christmas to accommodate shoppers. Marketing has affected _____ utility. (4 points)
- a. profit
 - b. place
 - c. time
 - d. possession
20. Promotions help to create _____ utility. (4 points)
- a. time
 - b. profit
 - c. place
 - d. possession
21. What type of utility do malls help to create? (4 points)
- a. Place
 - b. Time
 - c. Possession
 - d. Form
22. Many stores order products well in advance of the season in which they will sell them. This is an example of how marketing affects _____ utility. (4 points)
- a. possession
 - b. time
 - c. place
 - d. form
23. Marketers add possession utility through (4 points)
- a. selling.
 - b. delivery.
 - c. distribution.
 - d. development of new products.
24. What type of utility is created by credit, trade-ins, and layaways? (4 points)
- a. Possession
 - b. Time
 - c. Place
 - d. Form
25. During the month of January, a large toy trade show is held by various manufacturers. This enables retail stores to place their orders for next Christmas and have the products available when they are needed. This is an example of how marketing affects _____ utility. (4 points)
- a. place
 - b. possession
 - c. form
 - d. time

Suggested Criterion Level: 80 points



State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

MARKETING AND DISTRIBUTION

(0208.9999SP)

STUDENT'S NAME



State of Florida

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DEPARTMENT OF EDUCATION

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DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION

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**Date
Started**

**PRIMARY JOB TITLE FOR
THIS INSTRUCTIONAL PROGRAM**

- Marketer/Retailer

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***This MAP contains shortened standards. The full text of every standard in this program can be found in the Appendix.**

OVERVIEW

This Career MAP includes the competencies required for entry into the work force of marketing and distribution. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates. This MAP contains shortened standards. The full text of every standard can be found in the Appendix.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form and the business cooperative on-the-job experiences page in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

- 1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.
- 2 = Learner performs this SPS satisfactorily with only periodic supervision.
- 3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:

04.09	
Complete a purchase order, invoice, and packing slip.	1 ☐
	2 ☒
	3 ☒
<i>JTM 2/1/90</i> <i>JT 3-15-90</i> ☐	
Verification	

Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:

05.05	
Identify the major components of gross national product.	1 ☐
	2 ☐
	3 ☐
<i>JTM 1/21/90</i> ☒	
Verification	

NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE EMPLOYABILITY SKILLS.

01.01
Conduct a job search.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.02
Secure information about a job.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.03
Identify documents that may be required when applying for a job.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.04
Complete a resume and a job application correctly.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.05
Demonstrate competence in job interview techniques.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.06
Identify and demonstrate appropriate responses to criticism from employers, supervisors, or other persons.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.07
Identify acceptable work habits.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.08
Identify how to make job changes appropriately.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.09
Demonstrate acceptable personal hygiene and appearance.

1 ☐
2 ☐
3 ☐
K ☐

Verification

01.10
Identify proper personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

02.0 DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS.

02.01
Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, honesty, and a positive self-image.

1 ☐
2 ☐
3 ☐
K ☐

Verification

02.02
Exhibit the ability to get along with others.

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

MARKETING AND
DISTRIBUTION

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC COMMUNICATION SKILLS.		
03.01 Speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.02 Demonstrate telephone etiquette in a business situation. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.03 Demonstrate good listening skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.04 Write business letters clearly and concisely. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC MATH SKILLS UNIQUE TO MARKETING.		
04.01 Perform addition, subtraction, multiplication, and division. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Calculate percentages, decimals, and fractions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Handle basic types of customer sales transactions, including cash, checks, charge, discount, layaway, C.O.D., and returns. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.04 Demonstrate procedures for opening and closing a cash register. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.05 Calculate turnover. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.06 Calculate stock-sales ratio. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

MARKETING AND DISTRIBUTION

04.07 Calculate markup on merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	04.08 Calculate markdown on merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	04.09 Complete a purchase order, invoice, and packing slip. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
04.10 Calculate a discount date, due date, and amount of payment on an invoice. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	04.11 Calculate the amount of merchandise to be recorded utilizing model stocks. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
05.0 IDENTIFY BASIC ECONOMIC PRINCIPLES.		
05.01 State and compare the three major types of economic systems. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	05.02 Explain the purpose of marketing in the free-enterprise system. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	05.03 Explain the role of the profit motive. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
05.04 Explain the concept of "supply and demand." 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	05.05 Identify the major components of gross national product. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	05.06 Identify economic resources. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
05.07 Identify the advantages and disadvantages of the legal forms of business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	05.08 Explain the four types of product utility. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

06.0 IDENTIFY BASIC MARKETING PRINCIPLES.

06.01
Explain the functions of marketing. 1 ☐
2 ☐
3 ☐
K ☐

Verification

06.02
Describe the channels of distribution. 1 ☐
2 ☐
3 ☐
K ☐

Verification

06.03
Explain the elements in the marketing mix (i.e., price, product, promotion, and place). 1 ☐
2 ☐
3 ☐
K ☐

Verification

06.04
Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty goods). 1 ☐
2 ☐
3 ☐
K ☐

Verification

06.05
Identify current trends that have developed in retailing. 1 ☐
2 ☐
3 ☐
K ☐

Verification

06.06
Develop a marketing mix for a product. 1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

07.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES.

*See Appendix.

07.01*
Identify an effective sales presentation . . . including: feature-benefit analysis; closing the sale; and suggestion selling. 1 ☐
2 ☐
3 ☐
K ☐

Verification

07.02
Handle different customer types, such as the casual looker, the decided customer, and the undecided customer. 1 ☐
2 ☐
3 ☐
K ☐

Verification

07.03*
Demonstrate completing the sales transaction . . . the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer. 1 ☐
2 ☐
3 ☐
K ☐

Verification

07.04
Identify methods of building customer clientele and repeat business, including customer call files, appointment selling, etc. 1 ☐
2 ☐
3 ☐
K ☐

Verification

07.05
Describe comparative shopping and critique others' levels of customer service. 1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
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3 ☐
K ☐

Verification

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Verification

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3 ☐
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Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

MARKETING AND
DISTRIBUTION

08.0 IDENTIFY MARKETING OPERATIONAL TECHNIQUES.

08.01
Identify security procedures for simulated situations. 1 ☐
2 ☐
3 ☐
K ☐

Verification

08.02
Identify various types of credit policies and procedures. 1 ☐
2 ☐
3 ☐
K ☐

Verification

08.03
Explain the importance of receiving, checking, and pricing techniques. 1 ☐
2 ☐
3 ☐
K ☐

Verification

08.04
Describe proper work procedures and techniques for preventing accidents. 1 ☐
2 ☐
3 ☐
K ☐

Verification

08.05
Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters. 1 ☐
2 ☐
3 ☐
K ☐

Verification

08.06
Identify procedures for and demonstrate employees' role in preventing internal loss. 1 ☐
2 ☐
3 ☐
K ☐

Verification

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3 ☐
K ☐

Verification

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2 ☐
3 ☐
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Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

09.0 APPLY SALES PROMOTION TECHNIQUES AND PROCEDURES TO THE MARKETING OF PRODUCTS.

09.01
Explain the purposes and elements of advertising and display. 1 ☐
2 ☐
3 ☐
K ☐

Verification

09.02
Identify the parts of an advertisement layout. 1 ☐
2 ☐
3 ☐
K ☐

Verification

09.03
Discuss the importance of advertising media. 1 ☐
2 ☐
3 ☐
K ☐

Verification

09.04
Use design principles in preparing such merchandise displays as windows, ledge, island, and point of sale. 1 ☐
2 ☐
3 ☐
K ☐

Verification

09.05
Create an example of a non-personal sales technique, such as use of buttons, T-shirts, or point-of-sale signs. 1 ☐
2 ☐
3 ☐
K ☐

Verification

09.06
Identify public relations as it relates to marketing. 1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

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2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

MARKETING AND
DISTRIBUTION

10.0 IDENTIFY APPLICATIONS OF PRODUCT AND SERVICE TECHNOLOGY.

10.01
Explain the importance of product and service technology as it relates to customer satisfaction.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

10.02
Identify sources of product knowledge.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

Verification

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

Verification

11.0 DEVELOP A PLAN FOR A TENTATIVE CAREER IN MARKETING.

11.01
Research a marketing occupation.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

11.02
List the various jobs within a selected marketing occupation.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

11.03
Diagram a career ladder for the selected marketing occupation.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

11.04
Write a job description for a selected marketing occupation.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

11.05
Identify the educational requirements and work experience needed for the selected marketing occupation.

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

Verification

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

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2 ☐
3 ☐
K ☐

Verification

Verification

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

- 1 ☐
2 ☐
3 ☐
K ☐

Verification

Verification

MARKETING AND
DISTRIBUTION

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

12.01
Define entrepreneurship.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.02
Describe the importance of entrepreneurship in the American economy.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.03
List the advantages and disadvantages of business ownership.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.04
Identify the risks involved in ownership of a business.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.05
Identify the necessary personal characteristics of a successful entrepreneur.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.06
Identify the business skills needed to operate a small business efficiently and effectively.

1 ☐
2 ☐
3 ☐
K ☐

Verification

12.07
Develop a plan for opening a business.

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
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3 ☐
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Verification

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Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

13.0 IDENTIFY THE USE OF COMPUTERS IN MARKETING.

13.01
Discuss the importance of data entry procedures (e.g., payroll, inventory control).

1 ☐
2 ☐
3 ☐
K ☐

Verification

13.02
Discuss the importance of such merchandising math data-entry procedures as stock turnover, markup, markdown, open-to-buy, and pricing invoice.

1 ☐
2 ☐
3 ☐
K ☐

Verification

13.03
Discuss the importance of marketing spreadsheet data-entry and output procedures.

1 ☐
2 ☐
3 ☐
K ☐

Verification

13.04
Discuss the importance of marketing spreadsheet data decision-making skills.

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

MARKETING AND
DISTRIBUTION

COOPERATIVE WORK EXPERIENCE COMPETENCIES

1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

**MARKETING AND
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VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials	Signature
	Title
	School Name
	School Address

Initials	Signature
	Title
	School Name
	School Address

Initials	Signature
	Title
	School Name
	School Address

BUSINESS COOPERATIVE ON-THE-JOB EXPERIENCES

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative on-the-job experiences with the following employers, as shown below.

Dates	Employer
	Employer's Address
	Supervisor
	Supervisor's Title

Dates	Employer
	Employer's Address
	Supervisor
	Supervisor's Title

Dates	Employer
	Employer's Address
	Supervisor
	Supervisor's Title

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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX

Below is a listing of all outcomes and student performance standards for Marketing and Distribution.

01.0 DEMONSTRATE EMPLOYABILITY SKILLS.

- 01.01
Conduct a job search.
- 01.02
Secure information about a job.
- 01.03
Identify documents that may be required when applying for a job.
- 01.04
Complete a resume and a job application correctly.
- 01.05
Demonstrate competence in job interview techniques.
- 01.06
Identify and demonstrate appropriate responses to criticism from employers, supervisors, or other persons.
- 01.07
Identify acceptable work habits.
- 01.08
Identify how to make job changes appropriately.
- 01.09
Demonstrate acceptable personal hygiene and appearance.
- 01.10
Identify proper personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).

02.0 DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS.

- 02.01
Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, honesty, and a positive self-image.
- 02.02
Exhibit the ability to get along with others.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC COMMUNICATION SKILLS.

- 03.01
Speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology.
- 03.02
Demonstrate telephone etiquette in a business situation.
- 03.03
Demonstrate good listening skills.
- 03.04
Write business letters clearly and concisely.

04.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC MATH SKILLS UNIQUE TO MARKETING.

- 04.01
Perform addition, subtraction, multiplication, and division.
- 04.02
Calculate percentages, decimals, and fractions.
- 04.03
Handle basic types of customer sales transactions, including cash, checks, charge, discount, layaway, C.O.D., and returns.
- 04.04
Demonstrate procedures for opening and closing a cash register.
- 04.05
Calculate turnover.
- 04.06
Calculate stock-sales ratio.
- 04.07
Calculate markup on merchandise.
- 04.08
Calculate markdown on merchandise.
- 04.09
Complete a purchase order, invoice, and packing slip.
- 04.10
Calculate a discount date, due date, and amount of payment on an invoice.
- 04.11
Calculate the amount of merchandise to be recorded utilizing model stocks.

05.0 IDENTIFY BASIC ECONOMIC PRINCIPLES.

- 05.01
State and compare the three major types of economic systems.
- 05.02
Explain the purpose of marketing in the free-enterprise system.
- 05.03
Explain the role of the profit motive.
- 05.04
Explain the concept of "supply and demand."
- 05.05
Identify the major components of gross national product.
- 05.06
Identify economic resources.
- 05.07
Identify the advantages and disadvantages of the legal forms of business ownership.
- 05.08
Explain the four types of product utility.

06.0 IDENTIFY BASIC MARKETING PRINCIPLES.

- 06.01
Explain the functions of marketing.
- 06.02
Describe the channels of distribution.
- 06.03
Explain the elements in the marketing mix (i.e., price, product, promotion, and place).
- 06.04
Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty goods).
- 06.05
Identify current trends that have developed in retailing.
- 06.06
Develop a marketing mix for a product.

07.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES.

- 07.01
Identify an effective sales presentation, including: steps of sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion selling.
- 07.02
Handle different customer types, such as the casual looker, the decided customer, and the undecided customer.
- 07.03
Demonstrate completing the sales transaction, including: method of payment; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer.
- 07.04
Identify methods of building customer clientele and repeat business, including customer call files, appointment selling, etc.
- 07.05
Describe comparative shopping and critique others' levels of customer service.

08.0 IDENTIFY MARKETING OPERATIONAL TECHNIQUES.

- 08.01
Identify security procedures for simulated situations.
- 08.02
Identify various types of credit policies and procedures.
- 08.03
Explain the importance of receiving, checking, and pricing techniques.

08.04
Describe proper work procedures and techniques for preventing accidents.

08.05
Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.

08.06
Identify procedures for and demonstrate employees' role in preventing internal loss.

**09.0
APPLY SALES PROMOTION TECHNIQUES AND PROCEDURES TO THE MARKETING OF PRODUCTS.**

09.01
Explain the purposes and elements of advertising and display.

09.02
Identify the parts of an advertisement layout.

09.03
Discuss the importance of advertising media.

09.04
Use design principles in preparing such merchandise displays as windows, ledge, island, and point of sale.

09.05
Create an example of a nonpersonal sales technique, such as use of buttons, T-shirts, or point-of-sale signs.

09.06
Identify public relations as it relates to marketing.

**10.0
IDENTIFY APPLICATIONS OF PRODUCT AND SERVICE TECHNOLOGY.**

10.01
Explain the importance of product and service technology as it relates to customer satisfaction.

10.02
Identify sources of product knowledge.

**11.0
DEVELOP A PLAN FOR A TENTATIVE CAREER IN MARKETING.**

11.01
Research a marketing occupation.

11.02
List the various jobs within a selected marketing occupation.

11.03
Diagram a career ladder for the selected marketing occupation.

11.04
Write a job description for a selected marketing occupation.

11.05
Identify the educational requirements and work experience needed for the selected marketing occupation.

**12.0
DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.**

12.01
Define entrepreneurship.

12.02
Describe the importance of entrepreneurship in the American economy.

12.03
List the advantages and disadvantages of business ownership.

12.04
Identify the risks involved in ownership of a business.

12.05
Identify the necessary personal characteristics of a successful entrepreneur.

12.06
Identify the business skills needed to operate a small business efficiently and effectively.

12.07
Develop a plan for opening a business.

**13.0
IDENTIFY THE USE OF COMPUTERS IN MARKETING.**

13.01
Discuss the importance of data entry procedures (e.g., payroll, inventory control).

13.02
Discuss the importance of such merchandising math data-entry procedures as stock turnover, markup, markdown, open-to-buy, and pricing invoice.

13.03
Discuss the importance of marketing spreadsheet data-entry and output procedures.

13.04
Discuss the importance of marketing spreadsheet data decision-making skills.

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